



## Studies in the News for



## Children and Families Commission

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## **Introduction to Studies in the News**

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

## **How to Obtain Materials Listed in SITN:**

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; [csinfo@library.ca.gov](mailto:csinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

## **IMPROVED CHILD DEVELOPMENT**

**First-Year Maternal Employment and Child Development in the First Seven Years.** By Jeanne Brooks-Gunn and others. Monographs of the Society for Research in Child Development, Vol. 75, No. 2. Serial No. 296. (Wiley-Blackwell, Boston, Massachusetts) 2010. 147 p.

[This study “finds that babies raised by working mothers don't necessarily suffer cognitive setbacks, an encouraging finding that follows a raft of previous reports suggesting that women with infants were wiser to stay home. Researchers at Columbia University say they are among the first to measure the full effect of maternal employment on child development - not just the potential harm caused by a mother's absence from the

home, but the prospective benefits that come with her job, including higher family income and better child care. ...the authors conclude 'that the overall effect of 1st-year maternal employment on child development is neutral.' The report is based on data from the most comprehensive child-care study to date, the National Institute of Child Health and Human Development Study of Early Child Care. It followed more than 1,000 children from 10 geographic areas through first grade, tracking their development and family characteristics. Infants raised by mothers with full-time jobs scored somewhat lower on cognitive tests, deficits that persisted into first grade. But that negative effect was offset by several positives. Working mothers had higher income. They were more likely to seek high-quality child care. And they displayed greater 'maternal sensitivity,' or responsiveness toward their children, than stay-at-home mothers. Those positives canceled out the negatives." Washington Post (July 31, 2010.) NOTE: First-Year Maternal Employment... is available for loan.]

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**“Prediction of Kindergartners' Academic Achievement from their Effortful Control and Emotionality: Evidence for Direct and Moderated Relations.” By Carlos Valiente and others, Arizona State University. IN: Journal of Educational Psychology, vol. 102, no. 3 (August 2010) pp. 550-560.**

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=edu-102-3-550&site=ehost-live> (NOTE: State employee access link.)

[“The relations between effortful control, emotionality (anger, sadness, and shyness), and academic achievement were examined in a short-term longitudinal study of 291 kindergartners. Teachers and parents reported on students’ effortful control and emotionality. Students completed the Continuous Performance Task and the Letter-Word, Passage Comprehension, and Applied Problems subtests of the Woodcock–Johnson tests of achievement. Effortful control was positively related to achievement. Parent and teacher-reported anger and teacher-reported sadness and shyness were negatively related to achievement, but many of the main effects were qualified by interactions with effortful control. At low levels of anger or sadness, students high in effortful control performed best, but at high levels of these emotions, all children performed similarly.”]

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**Literacy Express. By What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. WWC Intervention Report. (The Institute, Washington, DC) July 2010. 7 p.**

[“‘Literacy Express’ is a preschool curriculum designed for three- to five-year-old children. It is structured around units on oral language, emergent literacy, basic math, science, general knowledge, and socioemotional development. It can be used in half- or full-day programs with typically developing children and children with special needs. It provides professional development opportunities for staff; teaching materials; suggested

activities; and recommendations for room arrangement, daily schedules, and classroom management.”]

Full text at: [http://ies.ed.gov/ncee/wwc/pdf/wwc\\_lit\\_express\\_072710.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_lit_express_072710.pdf)

Technical Appendices: 40 p.

[http://ies.ed.gov/ncee/wwc/pdf/wwc\\_lit\\_express\\_app\\_072710.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_lit_express_app_072710.pdf)

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**Readiness for School Involves an Array of Skills: Let’s Not Forget Fine Motor Development.** By Stacie G. Goffin. NCRECE In Focus, Vol. 1, No. 5. (National Center for Research on Early Childhood Education, University of Virginia, Charlottesville, Virginia) July 2010. 2 p.

Full text at: [http://ncrece.org/wordpress/wp-content/uploads/2010/08/NCRECEInFocus\\_V1\\_I5\\_School%20Readiness\\_Array\\_of\\_Skills.pdf](http://ncrece.org/wordpress/wp-content/uploads/2010/08/NCRECEInFocus_V1_I5_School%20Readiness_Array_of_Skills.pdf)

[“Interest in children’s success as readers has existed for a long time. With growing attention to our nation’s global competitiveness, school success with math and science is joining reading as important topic areas for children’s early learning. As a result, new research is exploring predictors of school success with math and science as well as for reading. Towards this end, researchers from the National Center for Research in Early Childhood Education (NCRECE) re-examined longitudinal data from a ground-breaking study that identified kindergarten readiness factors. Their findings, which are presented in two related studies, confirm the value of a broad-based, early childhood education (ECE) curricula that incorporate multiple content areas and facilitates children’s overall development.... The two studies examined three international, longitudinal data sets from a 2007 study that broke new ground by testing an innovative methodology for identifying long-term indicators of kindergarteners’ school success - in this instance, those skills known before school entry to strongly and consistently predict later achievement in math and reading. These data sets include information on children from birth to kindergarten entry who were followed through as far as fifth grade. NCRECE researchers re-examined these data sets to look at (1) the relationship between socio-emotional skills and academic achievement and (2) the role of kindergarteners’ fine motor skills and knowledge of the world in predicting later school achievement.”]

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**“Effects of an Early Literacy Professional Development Intervention on Head Start Teachers and Children.”** By Douglas R. Powell, Purdue University and others. IN: *Journal of Educational Psychology*, vol. 102, no. 2 (May 2010) pp. 299-312.

Full text at: <http://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=edu-102-2-299&site=ehost-live> (NOTE: State employee access link.)

[“Effects of a 1-semester professional development (PD) intervention that included expert coaching with Head Start teachers were investigated in a randomized controlled trial with 88 teachers and 759 children. Differential effects of technologically mediated (remote) versus in-person (on-site) delivery of individualized coaching with teachers also were examined in a random assignment design. Hierarchical linear model analyses revealed positive PD intervention effects on general classroom environment... and classroom supports for early literacy and language development..., and on children’s letter knowledge..., blending skills..., writing..., and concepts about print.... No significant intervention effects on teaching practices and children’s outcomes related to oral language were found. There were no differential effects of remote versus on-site delivery of literacy coaching.”]

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**“Grading the Teachers: Who’s Teaching L.A.’s Kids?” By Jason Felch and others.  
IN: Los Angeles Times (August 14, 2010) 9 p.**

Full text at: <http://www.latimes.com/news/local/la-me-teachers-value-20100815,0,258862,full.story>

[“Though the government spends billions of dollars every year on education, relatively little of the money has gone to figuring out which teachers are effective and why. Seeking to shed light on the problem, The Times obtained seven years of math and English test scores from the Los Angeles Unified School District and used the information to estimate the effectiveness of L.A. teachers - something the district could do but has not. The Times used a statistical approach known as value-added analysis, which rates teachers based on their students' progress on standardized tests from year to year. Each student's performance is compared with his or her own in past years, which largely controls for outside influences often blamed for academic failure: poverty, prior learning and other factors.... Among the findings: - Highly effective teachers routinely propel students from below grade level to advanced in a single year. There is a substantial gap at year's end between students whose teachers were in the top 10% in effectiveness and the bottom 10%. The fortunate students ranked 17 percentile points higher in English and 25 points higher in math.... Although many parents fixate on picking the right school for their child, it matters far more which teacher the child gets. Teachers had three times as much influence on students' academic development as the school they attend.”]

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**Early Education Programs and Children of Immigrants: Learning Each Other’s Language. By Hannah Matthews and Danielle Ewen. (The Urban Institute, Washington, DC) August 2010. 19 p.**

Full text at: <http://www.urban.org/UploadedPDF/412205-early-education.pdf>

[“Children from immigrant families are the fastest growing group of children in the United States. High-quality child care and early education opportunities will be critical to these children's success in school and in life. Yet, the early experiences of children in immigrant families are as diverse and varied as immigrant families themselves. While many immigrant families face numerous barriers to accessing high-quality child care and early education for their young children, these barriers are not insurmountable. The paper discusses state and local solutions to improving access for immigrant families and specific strategies and collaborations among providers, policymakers, and immigrant-serving organizations.”]

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**Fostering Empathy in Young Children. Podcast. With Rae Pica and guests Ross A. Thompson, Ellen Galinsky and Liz Willen. (BAM Radio Network, Glendale, California) [2010.] Program length: 14:03.**

Play or download at:

[http://www.bamradionetwork.com/index.php?option=com\\_content&view=article&id=433:producer&catid=35:educators-channel&Itemid=89](http://www.bamradionetwork.com/index.php?option=com_content&view=article&id=433:producer&catid=35:educators-channel&Itemid=89)

[“Why is it so important for children to develop empathy at a very young age? Can empathy be taught and if so, what does the process look like? What are some of the barriers to fostering empathy in young children? Tune in as our guests share their insights on the research around how children develop empathy.”]

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## **IMPROVED FAMILY FUNCTIONING**

**Two-Generation Strategies and Involving Immigrant Parents in Children's Education. By Robert Crosnoe, University of Texas at Austin. (The Urban Institute, Washington, DC) July 2010. 14 p.**

Full text at: <http://www.urban.org/UploadedPDF/412204-Immigrant-Parents-Childrens-Education.pdf>

[“Intervening in the parent generation can improve current and future prospects in the child generation. Such two-generation strategies target either parents’ life circumstances or parenting behaviors. Because many immigrants do not have the English capabilities, inside knowledge about schools, or social standing, engaging them more fully in the educational process in the home, school, and community could bring academic returns for children. This paper describes two-generation approaches to the education of young children from immigrant families that center on parental involvement in education. It focuses on Latin American and Asian immigrants, who make up the bulk of the immigrant population.”]

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**Young Children of Immigrants: The Leading Edge of America's Future. By Karina Fortuny and others. Brief No. 3. (The Urban Institute, Washington, DC) August 2010. 13 p.**

Full text at: <http://www.urban.org/UploadedPDF/412203-young-children.pdf>

[“Children of immigrants have nearly doubled as a share of pre-K to 3rd grade students since 1990. The share of children under age 8 with immigrant parents stood at 24 percent in 2008, up from 13 percent in 1990. Young children of immigrants account for more than 30 percent of children in seven states, with California leading the nation at 50 percent. The majority (93 percent) of children of immigrants are U.S. citizens. This fact sheet also includes state-by-state data on the number of children of immigrants and the number of children whose parents come from more than 130 countries.”]

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**Shared Participation: Strategies to Increase the Voice of Families from Diverse Backgrounds as Partners and Advisors. By Family Voices of Wisconsin. (Family Voices of Wisconsin, Madison, Wisconsin) 2010. 17 p.**

Full text at: <http://www.fvofwi.org/Publications/SharedParticipation.pdf>

[“This report will document Family Voices’ conversations with parents of children and youth with special health care needs and/or disabilities from diverse cultural groups (Hispanic/Latino, African American and Native American/American Indian) and will: 1. Describe their concerns and perceived barriers to participation, 2. Share parental recommendations for how to improve their capacity to be effective decision makers for their own children and, 3. Identify parental suggestions for improvement of organizational recruitment and support for participation on advisory committees and in other leadership roles.... These suggestions, and others, along with ideas for effective parental training and support, will be explored in this report. In addition, a Check List for Successfully Recruiting and Supporting Parents from Diverse Backgrounds for Advisory Roles is attached at the end of this document.”]

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**National Survey of Programs and Services for Homeless Families: The Red, White and Blue Book: California State Brief. By the Institute for Children, Poverty, and Homelessness. (The Institute, New York, New York) Summer 2010. 2 p.**

[“California had an estimated 8,613 homeless families on a single night in 2009, with providers serving nearly three times their bed capacity over the course of the year. This brief summarizes some of the state's public and private initiatives to assist these families.”]



California State Brief at:

[http://www.icpny.org/PDF/reports/ICP\\_California\\_Brief.pdf?Submit1=Free+Download](http://www.icpny.org/PDF/reports/ICP_California_Brief.pdf?Submit1=Free+Download)

National Survey website: <http://www.redwhiteandbluebook.org/>

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## IMPROVED HEALTH

**Births: Final Data for 2007.** By Joyce A. Martin and others, Division of Vital Statistics. IN: **National Vital Statistics Reports, Vol. 58, No. 24 (Centers for Disease Control and Prevention, National Center for Health Statistics, Hyattsville, Maryland) August 2010. 125 p.**

Full text at: [http://www.cdc.gov/nchs/data/nvsr/nvsr58/nvsr58\\_24.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr58/nvsr58_24.pdf)

[“This report presents 2007 data on U.S. births according to a wide variety of characteristics; preliminary 2008 data are also referenced on key measures where available. Final 2007 data are presented for maternal demographic characteristics including age, live-birth order, race, Hispanic origin, marital status, and educational attainment; maternal lifestyle and health characteristics (medical risk factors, weight gain, and tobacco use); medical care utilization by pregnant women (prenatal care, obstetric procedures, characteristics of labor and/or delivery, attendant at birth, and method of delivery); and infant characteristics (period of gestation, birthweight, Apgar score, congenital anomalies, and multiple births). Also presented are birth and fertility rates by age, live-birth order, race, Hispanic origin, and marital status. Selected data by mother’s state of residence are shown, as well as data on month and day of birth, sex ratio, and age of father. Trends in fertility patterns and maternal and infant characteristics are described and interpreted.... A total of 4,316,233 births were registered in the United States in 2007, the largest number of births ever reported. The general fertility rate increased 1 percent to 69.5 per 1,000. Birth rates increased for women in nearly all age groups. The rate for teenagers rose 1 percent, and is up 5 percent from 2005. The total fertility rate increased 1 percent to 2,122.0 births per 1,000 women. 2008 preliminary data, however, suggest a decline in the number and rate of births overall, and for most age groups under 40 years. All measures of unmarried childbearing reached record levels in 2007. The cesarean delivery rate rose to another all-time high - 31.8 percent. Preterm and low birthweight rates declined slightly; twin and triplet and higher order multiple birth rates were essentially unchanged. Preliminary findings for 2008 suggest a continuation of these trends for cesarean delivery, unmarried childbearing, and preterm births.”]

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**“Organophosphate Pesticide Exposure and Attention in Young Mexican-American Children.”** By Amy R. Marks, University of California, Berkeley and others. IN:



**Environmental Health Perspectives (EHP Ahead of Print, Online August 19, 2010)  
28 p.**

Full text at: <http://ehp03.niehs.nih.gov/article/info%3Adoi%2F10.1289%2Fehp.1002056>

[“Children who were exposed to organophosphate pesticides while still in their mother's womb were more likely to develop attention disorders years later, according to a... study by researchers at the University of California, Berkeley's School of Public Health. The... findings... are the first to examine the influence of prenatal organophosphate exposure on the later development of attention problems. The researchers found that prenatal levels of organophosphate metabolites were significantly linked to attention problems at age 5, with the effects apparently stronger among boys. Earlier this year, a different study by researchers at Harvard University associated greater exposure to organophosphate pesticides in school-aged children with higher rates of attention deficit hyperactivity disorder (ADHD) symptoms. ‘These studies provide a growing body of evidence that organophosphate pesticide exposure can impact human neurodevelopment, particularly among children,’ said the study's principal investigator, Brenda Eskenazi, UC Berkeley professor of epidemiology and of maternal and child health. ‘We were especially interested in prenatal exposure because that is the period when a baby's nervous system is developing the most.’ The researchers followed more than 300 children participating in the Center for the Health Assessment of Mothers and Children of Salinas (CHAMACOS), a longitudinal study led by Eskenazi that examines environmental exposures and reproductive health. Because the mothers and children in the study are Mexican-Americans living in an agricultural community, their exposure to pesticides is likely higher and more chronic, on average, than that of the general U.S. population. Yet, the researchers pointed out that the pesticides they examined are widely used, and that the results from this study are a red flag that warrants precautionary measures.” University of California Berkeley, Press Release (August 19, 2010.)]

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**“Underinsurance among Children in the United States.” By Michael D. Kogan and others. IN: New England Journal of Medicine, vol. 363, no. 9 (August 26, 2010) pp. 841-851.**

Full text at: <http://www.nejm.org/doi/pdf/10.1056/NEJMsa0909994>

[“We estimated that in 2007, 11 million children were without health insurance for all or part of the year, and 22.7% of children with continuous insurance coverage - 14.1 million children - were underinsured. Older children, Hispanic children, children in fair or poor health, and children with special health care needs were more likely to be underinsured. As compared with children who were continuously and adequately insured, uninsured and underinsured children were more likely to have problems with health care access and quality.”]

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**California's Children 2010. State Fact Sheet. By the Child Welfare League of America. (The League, Alexandria, Virginia) [2010.] 6 p.**

[“The State Fact Sheets provide descriptive information on the condition of vulnerable children in all fifty states and the District of Columbia, using indicators of child protection, health, child care, education, and income support.”]

California fact sheet at: <http://www.cwla.org/advocacy/statefactsheets/2010/california.pdf>

National and other state's fact sheets at:

<http://www.cwla.org/advocacy/statefactsheets/statefactsheets10.htm>

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## **IMPROVED SYSTEMS OF CARE**

**Understanding Quality in Context: Child Care Centers, Communities, Markets, and Public Policy. By Monica Rohacek and others. (The Urban Institute, Washington, DC) 2010. 160 p.**

Full text at: <http://www.urban.org/UploadedPDF/412191-understand-quality.pdf>

[“Early care and education can prepare children for school, but while some preschool and child care programs do an excellent job, others are inadequate and some may even harm healthy development. This study focuses on child care center directors to better understand why there is so much variation, and how public initiatives can better help poor-quality programs improve. Using data from in-depth interviews and classroom observations, the research considers how various factors - including director and program characteristics, market forces, and federal state and local policies - are associated with each other, director decision making, and program quality.”]

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**Who's Minding the Kids? Child Care Arrangements: Spring 2005/Summer 2006. By Lynda Laughlin. IN: Current Population Reports, no. P70-121 (U.S. Census Bureau, Washington, DC) August 2010. 25 p.**

Full text at: <http://www.census.gov/prod/2010pubs/p70-121.pdf>

[“Children are less likely to have regular child care arrangements during the school break in the summer - about 55 percent of preschoolers and 58 percent of grade-schoolers were not in a regular child care placement during the summer of 2006. According to a ... U.S. Census Bureau report, those children who do have regular arrangements typically spend more hours in child care during the summer than the rest of the year. Relatives continued to play an important role in child care during the summer with half of preschoolers and

nearly half of all grade-schoolers of employed mothers receiving child care from relatives. These findings are in a... report from the U.S. Census Bureau based on the 2005-2006 Survey of Income and Program Participation. The report... provides an analysis of data released in February 2008. These data show the number and characteristics of children in different types of child care arrangements, the differences between child care for preschoolers and older children and the extent of self-care. Information is also provided about the cost of child care arrangements and the number of fathers providing care for their children. Additionally, the report examines new topics such as summer child care arrangements for both preschoolers and grade-schoolers.” U.S. Census Bureau, Press Release (August 17, 2010.)]

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**Early Head Start Participants, Programs, Families and Staff in 2009. By Elizabeth Hoffmann. (Center for Law and Social Policy, Washington, DC) July 2010. 2 p.**

Full text at: <http://www.clasp.org/admin/site/publications/files/ehs-pir-2009.pdf>

[“In 2009, the Early Head Start program served more than 83,000 children under age 3 and about 9,600 pregnant women through 727 grantees/delegates nationwide. - Among families served by EHS, 65 percent included at least one working parent, and 22 percent included at least one parent in school or job training. - By the end of the program year, 97 percent of EHS children had a medical home for ongoing care.” CLASP.]

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**Head Start Participants, Programs, Families and Staff in 2009. By Elizabeth Hoffmann. (Center for Law and Social Policy, Washington, DC) July 2010. 2 p.**

Full text at: <http://www.clasp.org/admin/site/publications/files/hs-preschool-pir-2009.pdf>

[Some key facts: - In 2009, the Head Start preschool program served more than 900,000 young children and their families through nearly 1,800 grantees nationwide. - Among children in Head Start preschool programs, 12 percent had a disability, about half of whom were diagnosed during the program year. - Spanish was the primary home language for 24 percent of children in Head Start preschool programs.” CLASP.]

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### **STUDIES TO COME**

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

### **IMPROVED FAMILY FUNCTIONING**

**“Families OverComing Under Stress (FOCUS) for Early Childhood: Building Resilience for Young Children in High Stress Families.” By Catherine Mogil, UCLA and others. IN: Zero to Three, vol. 31, no. 1 (September 2010).**

[“Parental distress and trauma affects the entire family, including the youngest children. Families OverComing Under Stress (FOCUS) is a targeted prevention program for high-risk families that aims to enhance family cohesion, support the parent-child relationship, and build emotional regulation, communication, and problem-solving skills across the family. Developed at UCLA and Harvard, FOCUS is currently implemented with many populations, including U.S. military families. This article describes FOCUS for Early Childhood (FOCUS-EC), which addresses the developmental needs of families with very young children. A case example illustrates how FOCUS-EC helps parents to assist their children in navigating the developmental tasks of early childhood in the face of parental deployment during wartime.” NOTE: Families OverComing... will be available for loan.]

FOCUS website: <http://www.focusproject.org/>

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## **CONFERENCES AND OPPORTUNITIES**

**CAPPA Conference: Building Partnerships to Better Serve Families. Sponsored by the California Alternative Payment Program Association. September 22-24, 2010. Doubletree Hotel, Sacramento, California.**

For more information and registration:

[http://www.cappaonline.com/3000/3401conference\\_info.htm](http://www.cappaonline.com/3000/3401conference_info.htm)

[“Please join us, September 22-24, 2010 for CAPPA's 33rd Annual Conference in Sacramento! Come and experience three days of professional development with more workshops than ever before, a special evening networking event, and an expo hall full of valuable resources. This year we will be joining forces with our community partners to provide a broader offering of workshops to meet the needs of many contract types. Our community partner list includes participation from CDE, CWDA, CCSESA, LPC's, CCFP Roundtable, R&Rs, and Centers. There will be over 50 workshops; more than ever before!”]

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**CDPI Fall Forum: Through the Looking Glass: Where We're Going to Be in Five Years (whether we like it or not.) By the Child Development Policy Institute. October 13-14, 2010. Sheraton Grand Sacramento Hotel, Sacramento, California.**

For more information and registration:

<https://www.cdpi.net/cs/cdpi/print/htdocs/events.htm#fallforum>

[“CDPI's Fall Forum is quickly becoming the major annual event where Child Development leaders discuss current public policy initiatives. Begun in 2002, CDPI's Fall Forum has focused on cutting edge issues that will impact the early care and education field in the very near future. The Fall Forums have dealt with government issues such as budget shortfalls, universal preschool, and many others.” “Pre-conference Workshops will be offered on day one and the full-day conference will be held on day two.”]

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**California Child Care Resource and Referral Network's 2010 Annual Conference: Thirty in Twenty Ten: Celebrating the Network's 30th Anniversary October 20-22, 2010. Asilomar Conference Center, Pacific Grove, California.**

For more information and registration: [http://www.rnetwork.org/news-and-events/events/annual-conference/ac2010\\_preliminary\\_program.pdf](http://www.rnetwork.org/news-and-events/events/annual-conference/ac2010_preliminary_program.pdf)

[“Our Annual Conference provides a unique opportunity for child care resource and referral (R&R) programs to come together to discuss and share common issues, challenges and frustrations as well as time for each of us to get to know our colleagues and renew friendships. This conference is different from the variety of meetings and conferences related to our work, for this conference is by, for, and about us. The first ‘Retreat’ in 1978, like our 33rd, was conceived and organized as a special time to concentrate exclusively on the delivery of child care resource and referral services. This year's Annual Conference includes a variety of workshops to meet the needs of four types of R&R staffing: the R&R counselor; staff providing training and technical assistance to child care providers; program staff-supervisor; and the director. The program will be displayed by strands in the final program. The program will focus on six topic areas. 1. Families and Professionals in Partnership. 2. Serving Diverse Communities. 3. Marketing and Managing in R&R. 4. Staff Development. 5. Emerging Issues. 6. Technology in R&R.”]

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**PACE 41st Annual Education Conference. Sponsored by the Professional Association for Childhood Education. October 21-23, 2010. San Francisco Airport Marriott, Burlingame, California.**

For more information and registration: <http://pacenet.org/conferences.html>

[“The PACE Education Conference is an unforgettable experience with more than 23 workshops, local classroom tours, exhibitors, keynote speaker presentations, and the top childcare education professionals in the field. It's also a great networking opportunity:

more than 400 owners, directors, and teachers of early education in one place, sharing information, swapping stories, and meeting new people.”]

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Previous issues of *Studies in the News for First 5 California* are available at: <http://www.library.ca.gov/sitn/ccfc/>

If you have a report, conference or funding opportunity that you would like us to consider for this publication, please send it to our attention.

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